

Chapin Elementary

940 Old Bush River Road
Chapin, SC 29036

Grades	PK-5 Elementary School	
Enrollment	715 Students	
Principal	Harriet Wilson	803-345-2214
Superintendent	Dr. Scott AndersEn	803-732-8000
Board Chair	Paula Hite	803-749-1387

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	5	0	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 16 out of 16 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Good	Yes
2006	Good	Below Average	Yes

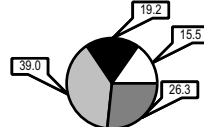
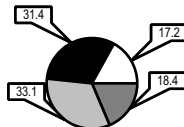
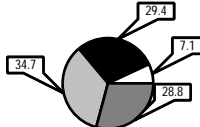
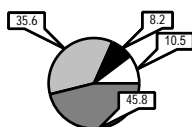
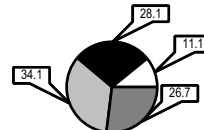
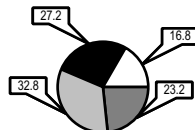
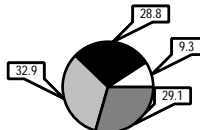
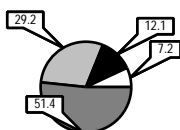
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	375	99.5	9.9	35.8	46.0	8.2	66.8	Yes	Yes
Gender									
Male	191	99.5	14.6	34.3	47.2	3.9	61.8	N/A	N/A
Female	184	99.5	5.2	37.4	44.8	12.6	71.8	N/A	N/A
Racial/Ethnic Group									
White	331	99.7	8.2	33.9	48.7	9.2	69.9	Yes	Yes
African American	31	96.8	20.0	56.0	24.0	0.0	40.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	323	99.7	6.0	36.1	49.7	8.3	71.2	N/A	N/A
Disabled	52	98.1	34.0	34.0	24.0	8.0	40.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	375	99.5	9.9	35.8	46.0	8.2	66.8	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	369	99.5	9.5	35.5	46.5	8.4	67.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	98.3	28.8	44.2	23.1	3.8	44.2	Yes	Yes
Full-pay meals	317	99.7	6.7	34.3	50.0	9.0	70.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	373	100.0	6.5	34.9	29.0	29.5	75.9	Yes	Yes
Gender									
Male	189	100.0	7.3	28.2	31.1	33.3	78.0	N/A	N/A
Female	184	100.0	5.7	41.7	26.9	25.7	73.7	N/A	N/A
Racial/Ethnic Group									
White	330	100.0	4.7	33.2	31.3	30.7	79.4	Yes	Yes
African American	30	100.0	28.0	48.0	8.0	16.0	40.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	323	100.0	4.0	34.0	30.0	32.0	79.2	N/A	N/A
Disabled	50	100.0	22.4	40.8	22.4	14.3	55.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	373	100.0	6.5	34.9	29.0	29.5	75.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	367	100.0	6.4	34.4	29.5	29.8	76.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	57	100.0	21.2	53.8	15.4	9.6	48.1	Yes	Yes
Full-pay meals	316	100.0	4.0	31.7	31.3	33.0	80.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	373	99.7	16.5	33.3	18.5	31.6	50.1
Gender							
Male	189	99.5	16.5	27.3	19.3	36.9	56.3
Female	184	100.0	16.6	39.4	17.7	26.3	44.0
Racial/Ethnic Group							
White	330	100.0	12.3	34.8	19.3	33.5	52.8
African American	30	96.7	62.5	12.5	12.5	12.5	25.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	323	100.0	14.5	33.0	18.5	34.0	52.5
Disabled	50	98.0	29.2	35.4	18.8	16.7	35.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	373	99.7	16.5	33.3	18.5	31.6	50.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	367	99.7	16.2	33.0	18.8	31.9	50.7
Socio-Economic Status							
Subsidized meals	57	98.2	47.1	31.4	13.7	7.8	21.6
Full-pay meals	316	100.0	11.3	33.7	19.3	35.7	55.0

Social Studies							
All Students	373	100.0	15.1	39.2	26.4	19.3	45.7
Gender							
Male	189	100.0	17.5	32.8	26.0	23.7	49.7
Female	184	100.0	12.6	45.7	26.9	14.9	41.7
Racial/Ethnic Group							
White	330	100.0	13.9	38.0	26.9	21.2	48.1
African American	30	100.0	20.0	60.0	20.0	0.0	20.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	323	100.0	12.9	39.6	27.1	20.5	47.5
Disabled	50	100.0	28.6	36.7	22.4	12.2	34.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	373	100.0	15.1	39.2	26.4	19.3	45.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	367	100.0	14.7	39.6	26.3	19.4	45.7
Socio-Economic Status							
Subsidized meals	57	100.0	34.6	38.5	21.2	5.8	26.9
Full-pay meals	316	100.0	11.7	39.3	27.3	21.7	49.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	119	100.0	6.1	20.9	60.0	13.0	73.0
	4	125	100.0	11.8	35.3	48.7	4.2	52.9
	5	110	100.0	7.3	45.9	45.0	1.8	46.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	6.2	33.0	49.5	11.3	60.8
	4	139	99.3	12.2	38.9	42.7	6.1	48.9
	5	134	99.3	10.5	34.7	46.8	8.1	54.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	119	100.0	4.3	47.8	33.0	14.8	47.8
	4	125	100.0	8.4	22.7	35.3	33.6	68.9
	5	110	100.0	7.3	29.4	28.4	34.9	63.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	7.3	46.9	32.3	13.5	45.8
	4	139	100.0	3.0	31.1	29.5	36.4	65.9
	5	133	100.0	9.7	29.8	25.8	34.7	60.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	119	100.0	13.9	33.0	34.8	18.3	53.0
	4	125	100.0	14.3	33.6	27.7	24.4	52.1
	5	110	100.0	16.5	32.1	21.1	30.3	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	99.0	17.9	48.4	17.9	15.8	33.7
	4	139	100.0	17.4	27.3	25.0	30.3	55.3
	5	133	100.0	14.5	28.2	12.1	45.2	57.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	119	100.0	5.2	41.7	35.7	17.4	53.0
	4	125	100.0	9.2	37.0	37.0	16.8	53.8
	5	110	100.0	11.9	36.7	25.7	25.7	51.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	100.0	7.3	31.3	39.6	21.9	61.5
	4	139	100.0	19.7	50.8	20.5	9.1	29.5
	5	133	100.0	16.1	33.1	22.6	28.2	50.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 715)				
First graders who attended full-day kindergarten	99.1%	Up from 98.3%	99.1%	100.0%
Retention rate	0.8%	Up from 0.2%	1.3%	2.8%
Attendance rate	96.8%	Down from 96.9%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	32.5%	Down from 37.5%	27.5%	10.4%
On academic plans	18.0%	N/AV	18.2%	33.6%
On academic probation	0.0%	N/AV	2.5%	1.0%
With disabilities other than speech	3.6%	Down from 4.9%	5.6%	7.5%
Older than usual for grade	0.0%	No change	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	64.7%	Up from 63.8%	60.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.1%	N/A	3.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.6%	Down from 87.4%	88.6%	87.3%
Teacher attendance rate	98.1%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$47,106	Up 3.5%	\$44,613	\$42,485
Prof. development days/teacher	17.5 days	Up from 17.1 days	14.9 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.9 to 1	20.7 to 1	18.6 to 1
Prime instructional time	94.3%	Up from 89.8%	90.0%	89.7%
Dollars spent per pupil*	\$6,138	Down 9.0%	\$6,138	\$6,557
Percent of expenditures for teacher salaries*	67.3%	Up from 62.0%	66.4%	64.0%
Percent of expenditures for instruction*	68.7%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Chapin Elementary School (CES), in partnership with parents and community, is to prepare each child for the challenges of a rapidly changing world by accentuating the strengths of each individual, instilling respect for self and others, and fostering the love of learning in a stimulating environment.

CES continued to excel academically as shown by successful test scores, meeting requirements for Adequate Yearly Progress in all categories, being recognized as closing the achievement gap and being named a Palmetto Gold School winner. A full-time Literacy Coach and Math Coach enhanced the Balanced Literacy and Everyday Mathematic curriculum used at CES. Accelerated Reading, Reading Recovery and Soar to Success Reading programs also supplemented curriculum. Students received regular instruction in art, music, physical education, Spanish and technology. CES students were recognized in various competitions including the Igniting Creative Energy Challenge, Lt. Governor's Essay Writing Contest, Invention Convention, District Science Fair, S.C. Stock Market Simulation Game, Knowledge Master Open, Lego Robotics and Governor's Citizenship Award Program.

Character Education practices remained prevalent during the school year. Students were recognized with Chapin Champs "gotcha cards," CPR (cooperation, preparation, respect) cards and monthly Stars of Good Character for doing good deeds and showing good character. Staff and faculty members were recognized with fan mail for doing unsung deeds that make a difference and with monthly drawings from nominations made by peers for special kindnesses and efforts. CES also participated in many service projects including making improvements to CES grounds during Chapin's Community Service Day, collecting money for Pennies for Patients, raising money and awareness for the Cystic Fibrosis Foundation in support of a CES student with cystic fibrosis, collecting funds for hurricane relief, collecting and sending care packages to U.S. troops, adopting disabled veterans, collecting food items for local food bank, and collecting over 300,000 can tabs for the local Ronald McDonald House!

CES was supported by the Chapin community all during the year. Local businesses generously donated items for activities and gifts for recognition. Mentors from the community and the neighboring high school contributed to the well being of students. Project LOVE (Let Older Volunteers Educate) continued their many years of service working with CES fourth grade students. Community volunteers regularly contributed service by working with students and staff at CES. Parents contributed by financially supporting projects and by volunteering for specific activities and on a regular basis. The CES PTO produced a successful talent show featuring CES students and staff, a Wild Wild West Eaglet Fest carnival, two book fairs, Munchies for Moms, Grands for Grandparents, Donuts for Dads and BINGO night. The PTO took a special interest in initiating a Birthday Book Club where books would be donated to the Media Center.

CES is successful because of the efforts of students, parents, staff, faculty and community working together.

Katherina Lyden, Principal
Stacy Currie, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	122	88
Percent satisfied with learning environment	85.4%	81.1%	86.4%
Percent satisfied with social and physical environment	93.8%	81.8%	92.0%
Percent satisfied with school-home relations	100.0%	91.8%	81.6%

*Only students at the highest elementary school grade level at this school and their parents were included.